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ABSTRACT

The guide consists of a series of sample lesson plans designed for teachers and supervisors delivering instructional services to students with limited English proficiency and native language literacy in Haitian bilingual programs. The guides contain 14 sample lesson plans; five native language instruction sample lesson plans and nine content area (social studies, mathematics, science) sample lesson plans. Materials are based on the principle of promotion of dual literacy, and are designed to capitalize on students' prior knowledge. The guide also encourages use of the whole language approach in both native language and content area components. Lessons are designated for one of two student skill levels: (1) limited or no formal education; and (2) some basic native language literacy skills, comparable to a student in grades 3-5. An introductory section outlines the guiding principles of instruction on which the plans are based. Each lesson plan contains a topic, instructional materials needed, specific performance objectives, class activities, sample questions, and in some cases, a passage or poem in Haitian Creole. A list of appropriate instructional materials and a list of organizational, print, and nonprint resources are appended. (MSE)

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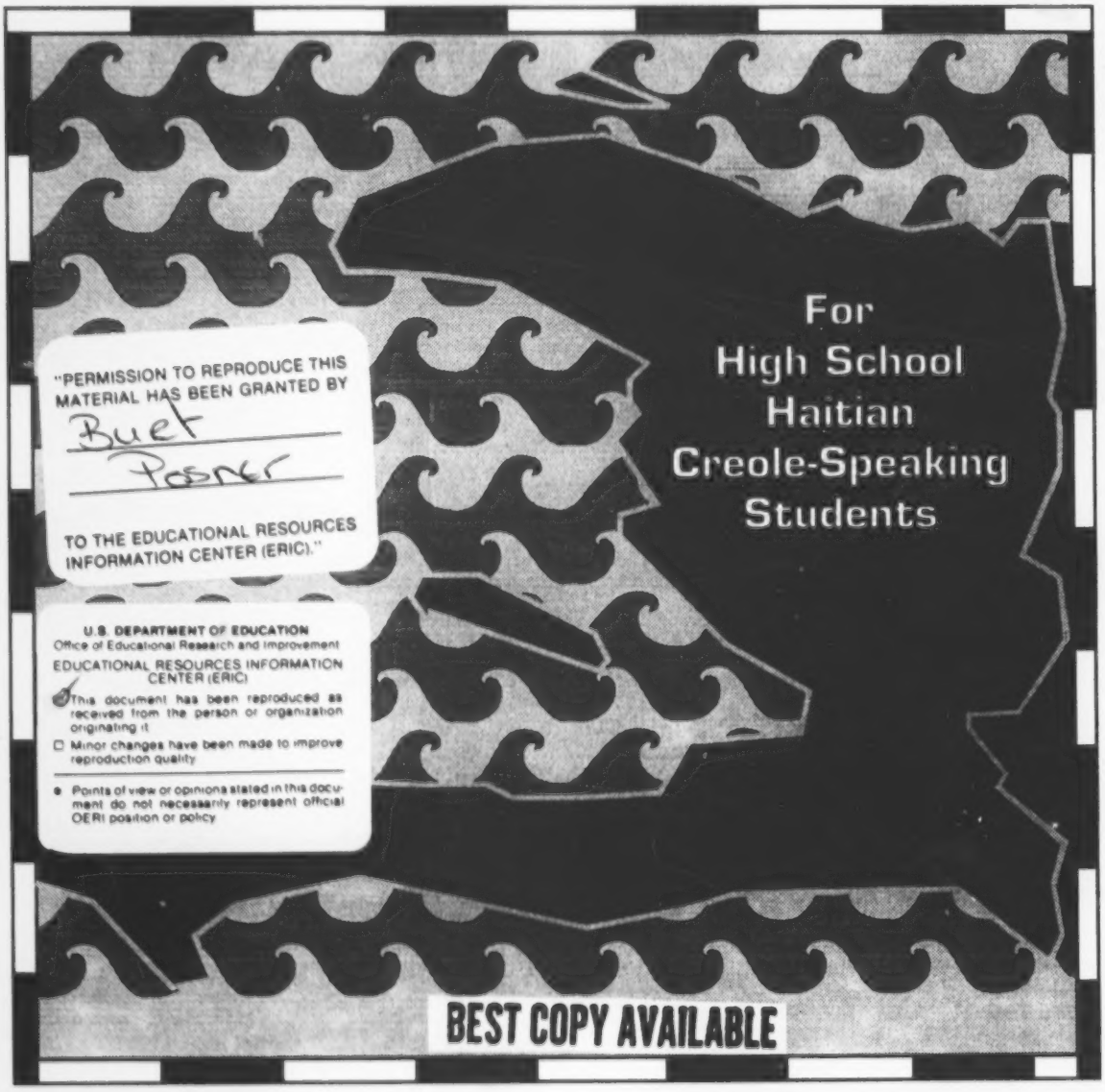
GUIDE

FOR NATIVE LANGUAGE AND CONTENT AREA LITERACY PROGRAMS



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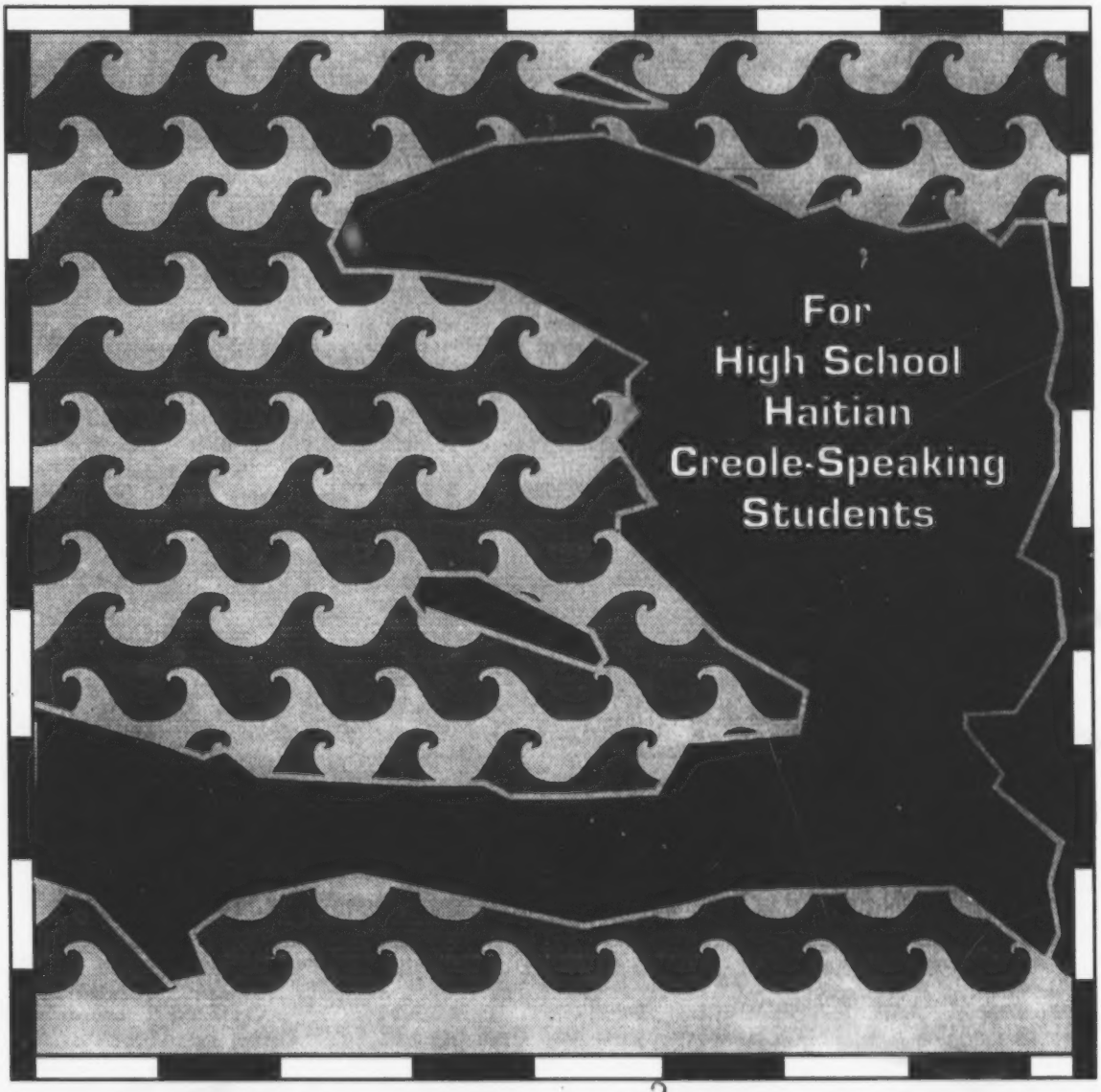

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GUIDE FOR NATIVE LANGUAGE
AND
CONTENT AREA LITERACY PROGRAMS

HIGH SCHOOL HAITIAN CREOLE-SPEAKING STUDENTS

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INTRODUCTION

The GUIDE FOR NATIVE LANGUAGE AND CONTENT AREA LITERACY PROGRAMS is comprised of a series of sample lesson plans designed for teachers and supervisors who deliver instructional services to LEP students in **Haitian** bilingual programs and who are confronting the challenges posed by students who lack literacy in the native language. The guide contains five (5) NLA sample lesson plans and nine (9) content area sample lesson plans. For ESL sample lesson plans, you may refer to Guide for Spanish Native Language and ESL Literacy Programs published by the New York City Public Schools in July 1990. The guide advocates a **dual literacy** approach based on the premise that literacy in the native language facilitates and promotes literacy in English. Teachers using this guide are urged to capitalize on the students' prior knowledge. This document also encourages the use of holistic language approaches in both the native language and the content area components.

It is important to note that the GUIDE FOR NATIVE LANGUAGE AND CONTENT AREA LITERACY PROGRAMS serves as a complement to and an expansion of the 1989 Report on Dual Literacy Programs for LEP Students which established a **programmatic framework** to address the affective, linguistic and academic needs of high school LEP students who have limited literacy in the native language.

Each lesson is preceded with the designation of the level of the student to be served. **Level A** refers to students with **limited** or **no formal education** who lack basic literacy skills in the native language or who have skills comparable to those of a first or second grader. **Level B** refers to students who have acquired some basic literacy skills in the native language comparable to those of 3rd to 5th graders. A lesson that is preceded with the designation **Levels A and B** can be used with both types of students.

GUIDING PRINCIPLES

In the last twenty years, a great deal of research has been done on the relationship of the native language to second language acquisition, age differences in second language development and affective conditions that promote and enhance literacy in the native language and in second language acquisition. The principles that follow are based on this research and primarily reflect the work of Cummins (1981,1988), Krashen (1982), and Davidson and Koppenhaver (1988). These principles guide both the Native Language Arts (NLA) and Content Area Components of this literacy guide.

• Literacy in the native language supports and reinforces second language acquisition.

• Language is promoted when presented in the context of meaningful communication using the students' prior knowledge and cultural experiences as the springboard for all learning activities.

• Language is made more meaningful and comprehensible through the use of such supports as real life situations/ experiences and objects, by focusing in the "here and now", and utilizing multi-sensory and multicultural approaches in the presentation of materials and concepts.

• Greater self-confidence and self-esteem tend to accelerate the process of literacy in the native language and second language acquisition. Motivation and low anxiety learning environments also enhance the students' literacy growth. As a result, activities designed to make Haitian students feel good about themselves and their native language are encouraged.

• Older learners are faster second language acquirers in the early stages of second language acquisition because they:

- have greater knowledge of the world
- can participate in conversation earlier
- already know a first language

• Function and fluency take precedence over accuracy of form, particularly in early attempts at linguistic production. When you focus on correctness early on, students may develop fear and apprehension about language. They may not be willing to take any "risks with language."

• Purposeful activity and meaningful interaction with other peers and adults in the instructional setting promote the process of literacy.

• Students learn from each other, particularly when peer collaborative opportunities are maximized. Cooperative learning methods are aimed at reducing isolation and the perceived hostile climate that exists in highly competitive classrooms, and at increasing students' ability to interact and work with other students toward common goals. This is important to the Haitian students whose school experience, however limited, may be restricted to teacher-dominated, lecture style lessons.

SAMPLE LESSON PLANS

- NATIVE LANGUAGE ARTS
- SOCIAL STUDIES
- MATH
- SCIENCE

NLA Sample Lesson Plan

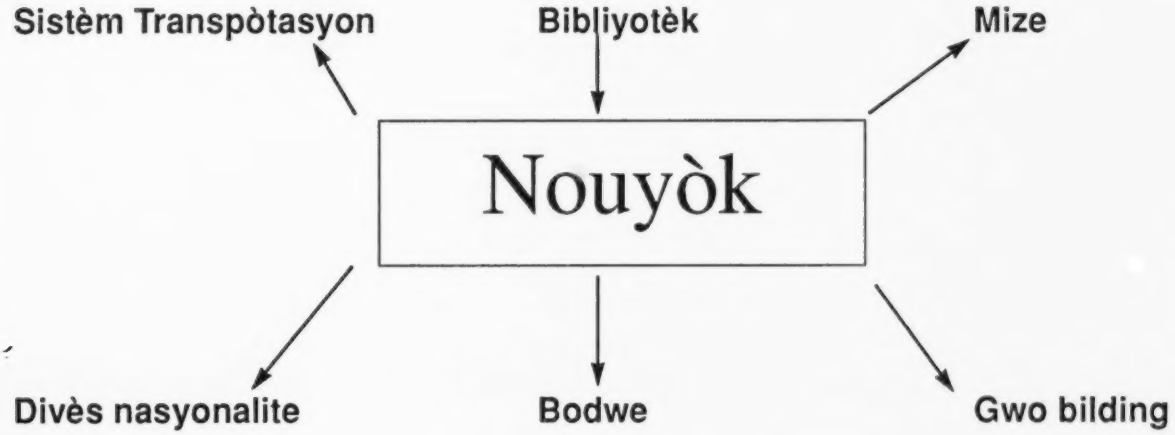
Focus : Learning about New York

Materials : Map and Pictures of New York

Objectives : The student will be able to:

1. compare and contrast life in Haiti and New York
2. demonstrate comprehension of text through teacher questioning and class discussion
3. read text independently (level A students will be engaged in a Language Experience Approach (LEA) activity)
4. enhance his/her writing skills through guided activities and journal entries

Activities:
1. Determine students' prior knowledge about life in New York through available materials (use audio-visual materials where possible). Maps, pictures, and other visual aids would be excellent motivation stimuli. The teacher will show pictures of New York and elicit reactions from the students. Students may also be asked to draw their own pictures to depict New York. Another possibility would be to develop a semantic map such as the one shown below:



2. The teacher will orally pose a variety of questions to the students for their consideration before reading the text. They should include the following types: factual, comparative, inferential, open-ended, predictive, etc.

Here are some sample questions:

a) Site non senk gran zòn nou jwenn nan Vil Nouyòk la?

b) Ki diferans ki genyen ant Vil Nouyòk la ak Eta Nouyòk la?

c) Chwazi yon Vil ann Ayiti epi konpare li ak Vil Nouyòk la. Nan repons nou an, mansyone gwosè chak Vil yo, ki kantite moun yo genyen, ki moun ki ap dirije yo, ki kalite pwoblèm ou jwenn nan Vil sa yo, eksetera.

d) Si ou te majistra Vil Nouyòk la, ki sa ou t ap fè pou regle pwoblèm krim ak pwoblèm dwòg la?

Next the teacher will read the text entitled "Nouyòk" (see end of lesson) in its entirety while the students listen. At this point, the students will not yet have access to the text. The teacher will reread the text and ask the questions previously mentioned. A class discussion of the passage will follow.

3. The teacher will now distribute copies of the text only to the level B students in the class. They will proceed to read the text silently. In the meantime, he/she will engage the level A students in an LEA activity as follows:

a) The teacher will get students to orally produce a story describing how the borough they live in is different from their home town in Haiti.

b) As the learners take turns telling the story, the teacher will print it on the blackboard.

c) Pointing to individual words, the teacher will read the entire story to the class.

d) Pointing to the words, the teacher will read a sentence. Then, one of the students will read that sentence, also pointing to the words.

e) The learner or teacher (whichever works best) picks out the meaningful (key) words in the story.

f) A word card will be printed with each of the selected words, one word per card.

g) Reading each word, the learner matches his/her word card with mates in the story.

h) After the teacher or learner mixes the cards, the learner will then read the word cards independently . Be satisfied with a reasonable number of wordslearned, depending on the learner's ability. The students should be able to take a set of these cards home.

i) The story should then be typed, double spaced, for the learner to read next time.

j) The word cards may become the learner 's vocabulary card pack , an ever increasing pile, to be reviewed at the teacher's discretion.

k) Phrase cards for word combinations occurring frequently may be prepared on later LEA

stories e.g. "Mwen vle", "ale lakay", "li pa renmen", etc.

4. After reading the text entitled "Nouyòk" silently, the level B students will be asked to prepare a chart listing 5 differences and 5 similarities between New York and any major city in Haiti.

5. Have level B students make journal entries based on their impressions of New York. The entry might consist of a few sentences or one or two paragraphs.

Note: This lesson can be used with any other appropriate texts.

Yon gwo vil ann Ayiti /Non vil la_____ Vil Nouyòk _____

Sa ki sanble	
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

Yon gwo vil ann Ayiti /Non vil la_____ Vil Nouyòk _____

Sa ki pa menm	
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

Nouyòk

Nouyòk se youn nan pi gwo Vil ki genyen lan peyi Etazini. Li gen yon pakèt moun k ap viv ladan ni. Nou jwenn plis moun lan Vil Nouyòk pase lan tout peyi d Ayiti. Yo di nou jwenn nan Nouyòk pèp prèske tout peyi sou latè, ak lang yo, ak koutim yo, ak kilti yo.

Gen 5 gran zòn nan Vil Nouyòk la. Men non senk gran zòn sa yo: Bouklin (Brooklyn), Kwins (Queens), Mannatan (Manhattan), Bwonks (Bronx), epi Estetenn Aylann (Staten Island). Se lan 4 premye zòn sa yo nou jwenn pi fò moun k ap viv nan Nouyòk. Se ladan yo tou nou rankontre plis Ayisyen. Gen katye kote nou kapab tande anpil Ayisyen parèy nou ap pale lang kreyòl nou an, osnon rankontre yon vye zanmi nou pa te wè depi lontan.

Nou dwe fè yon diferans ant Vil Nouyòk la ak Eta Nouyòk la. Senk gran zòn nou sot site yo, se yo ki fòme Vil Nouyòk la. Vil Nouyòk la fè pati de Eta Nouyòk la. Vil Nouyòk la anndan Eta Nouyòk la.

Moun ki ap dirije Vil Nouyòk la se yon Majistra. Se chak kat (4) an yo fè eleksyon pou chwazi yon Majistra. Non Majistra nou genyen lan Nouyòk kounye a, se David Denkens (David Dinkins). Tankou tout Majistra lan nenpòt gwo Vil, li gen yon ekip moun k ap travay ansanm ak li pou fè gwo Vil sa a mache. Se lan Sitiwòl (City Hall) biwo Majistra Denkens ye.

Eta Nouyòk la pi gwo pase Vil Nouyòk la. Li gen plis moun tou pase li. Moun ki ap dirije Eta Nouyòk la se yon Gouvènè. Se chak senk (5) an yo fè eleksyon pou chwazi yon Gouvènè. Non Gouvènè nou genyen lan Eta Nouyòk kounye a, se Maryo Komo (Mario Cuomo). Se lan yon Vil Eta Nouyòk la ki rele Albani (Albany) biwo Gouvènè a ye. Se Vil sa a tou ki se kapital Eta Nouyòk la.

NLA Sample Lesson Plan

Focus : Composing a text about life in New York

Materials : A series of pictures depicting diverse aspects of life in New York

Objectives : The student will be able to:

1. create an LEA text using pictures about life in New York
2. read the text aloud
3. develop an awareness about life in New York

Activities:

1. Brainstorm with students about life in New York.

2. The teacher will assign to groups of 4 or 5 students pictures depicting the following aspects of life in New York: transportation, school, weather, food, work, leisure, housing. Each group will examine its own set of pictures and will come up with 2 or 3 sentences to describe one particular aspect of life in New York.

3. One student from each group will read the sentences to the class.

4. The teacher will write the sentences on the blackboard, using the students' own words.

5. After writing the sentences from each group on the chalkboard, the teacher will read the entire story aloud to the class, pointing to each word as he/she reads it (2 or 3 times) Invite the class to read the text along with you. Have volunteers read the text aloud.

Follow-up activities:

After the LEA activity has been completed, the teacher may decide to do one or more of the follow-up activities found in the Guide for Native Language and ESL Literacy Programs (High School Spanish). It is strongly suggested that the teachers involved in the Haitian literacy program obtain a copy of the Spanish guide.

- Cloze Activities (p. 146)
- Word Cards (p. 147)
- Word/Phrase/Sentence Order Activities (p. 148)
- Explicit Phonic Instruction (p. 149)*
- Other Suggested Activities (p. 150)

* Given the phonological nature of the Haitian Creole orthography, this technique may be used to teach the correspondences between the sounds and the letters. The Haitian Creole orthography is characterized by highly predictable letter to sound correspondence.

A key word (mo kle) is chosen from the Language Experience Story. A good example might be the word DECHOUKE:

DECHOUKE

da	dan	de	dè	den	di	do	dò	don	dou
cha	chan	che	chè	chen	chi	cho	chò	chon	chou
ka	kan	ke	kè	ken	ki	ko	kò	kòn	kou

Each syllable is taught using a different vowel. After students have practiced reading the different letter combinations, the teacher begins to try new combinations from the list. New words that might come from this list are: chode, konkou, kache, kondi, kacho, kouche, etc.

It is important to note that phonics is only part of the lesson. It is crucial that beginning readers have an opportunity to see and read their dictated story as a whole text. Much of what we learn is implicit rather than explicit. While students are "memorizing" the text in the initial part of the Language Experience Approach, they are noticing the words. They become familiar with initial consonant sounds or word endings. They are noticing punctuation. More importantly, they begin to rely on context and meaning in addition to phonic information to decode words.

NLA Sample Lesson Plan

Focus : Using the Language Experience Approach for content area reading

Materials : Pictures of scenes depicting emigration

Objectives: The student will be able to:

1. create a text using picture stories
2. read the text related to the stories
3. write simple sentences related to the emigration theme

Activities:

1. Display the picture story on the board or an overhead. The teacher leads a discussion of what is happening in each frame of the story and elicits the primary theme.

2. Elicit a narrative with details. (A variation of this activity is to assign one picture frame to each group which contributes one or two sentences elaborating the narrative.)

3. On the blackboard or on a sheet of newsprint, write down one or two sentences for each picture.

4. Read the dictated story to the class, pointing to each word as you read it (2 or 3 times).

5. Invite the class to join in and read the story with you.

6. Invite volunteers to read the story aloud.

7. Have each student produce 4 simple sentences in writing based upon his/her personal experience as a new immigrant.

Follow-up activities:

The teacher may use the following text to provide further practice of reading skills.

Ayisyen ap Chache Lavi

Lè abitan ap chache travay epi li pa ka jwenn nan peyi a, li konn voye kò li lòt kote. Lè yon moun pati kite peyi li, li ale nan yon lòt, yo rele sa emigrasyon. Se kon sa, abitan te konn ale Kiba pou yo koupe kann. Yo ale nan panyòl, sa vle di nan Repiblik Dominikèn, yo lage kò yo Baamas, yo lage kò yo Miyami, yo lage yo kò nan Nouyòk.

Gen anpil lòt abitan ki sòti andeyò pou ale chèche travay lavil. Se sa ki fè ou jwenn zòn tankou Lasalin ak Fò Nasyonal nan Pòtoprens, Lafosèt nan Okap ak Raboto nan Gonayiv. Zòn sa yo gen anpil moun ki te rete andeyò ki vin viv lavil. Yo pa ka jwenn bon kay pou yo rete. Yo pa ka jwenn travay. Yo ap chache nenpòt ki vye djòb ki genyen lavil pou yo ka manje.

Gen moun tou ki kite peyi a pou yo ale chèche travay Ozetazini osnon Kanada. Zòn Etazini ki gen plis Ayisyen se: Nouyòk, Miyami, Boston, Noujèze ak Chikago.

Se kon sa gen anpil Ayisyen nan Nouyòk. Genl nan yo ki ap travay kòm ouvriye nan faktori, gen lòt ki ap travay nan restoran, nan otèl, nan lekòl, nan biwo. Epitou gen anpil ki ap fè taksi.

This text may be used to develop skills the students may have already acquired or new skills such as:

a) summarizing
b) writing a short paragraph

NLA Sample Lesson Plan

Focus : Responding to Literature

Materials : The poem "Grann" by Serge Madhère

Objectives : The student will be able to:

1. express personal/emotional reaction to a poem
2. discuss the importance of family within the Haitian culture
3. understanding the use of figurative language
4. practice individual and choral recitation of a poem
5. write a descriptive paragraph and/or a written journal entry

Activities:

1. The teacher will first read the poem entitled "Grann" in its entirety while the students listen. At this point, the students will not yet have access to the poem. The teacher will re-read the poem stanza by stanza and invite students' comments and reactions. He/she will explore the students' emotional reaction to the poem through the following questions:

a) Ki jan nou santi nou lè nou tande powèm sa a?
b) Pou ki sa nou santi nou kon sa?
c) Èske powèm sa a fè nou sonje grann nou?
d) Ki vè lan powèm sa a ki mache plis lan san nou? Pou ki sa?

Ask the students to draw a picture that illustrates: a) the "grann" described by the poet; b) their own grandmother:

2. Have the students answer the following questions as a way of discussing the importance of family within the Haitian culture:

a) Lan kilti ayisyen an, ki sa mo fanmi vle di?
b) Ki jan nou wè wòl grann lan fanmi nan peyi d Ayiti?
c) Ki moun nan klas la ki te elve ak grann yo?
d) Ki sa grann sa a te reprezante pou nou?
e) Èske nou te konnen zanmi ki te elve ak grann yo?
f) Ki sa grann sa a te reprezante pou yo?

3. The teacher will now distribute copies of the poem only to the level B students in the class. They will read the poem silently.
With level A students, he/she will perform an LEA activity as follows:

- The teacher will post the poem which has been written on chart paper.
- Pointing to individual words, the teacher will read the entire poem to the class.
- Pointing to words, the teacher will read a verse. Then, one of the students will read that same verse also pointing to the words. They will continue to do that until they finish the whole poem.

- Have the students identify one word which is particularly important to him or to her.
- Have the students practice the words a few times until the student's rendering becomes automatic or close to it.
- Have the students find words that rhyme with: boujonnen, grann, douvan, mouri, manman, vach, dyakout, syèl.
- The teacher will now distribute copies of the poem to the level A students and will read the entire poem to the class.

Explain what a stanza (estwòf) is. Ask the students to identify stanzas in the poem. Introduce the notion of image or metaphor. Define these terms and ask the following questions:

a) Èske powèt la sèvi ak imaj pou l di sa li vle di a?

b) Site kèk bèl imaj ki genyen lan powèm lan; ki sa ki fè imaj sa yo bèl?

Write on the board the following verse that appears at the end of each stanza:
"Ou se sous nan jaden m, vach plenn douvan pòt mwen"
Have the students explain the importance of that verse.

Discuss the importance of punctuation when reading a text. Have the students recite the poem with expression paying special attention to the punctuation marks in the text. Remind the students that punctuation in poetry is different from punctuation in prose.

Grann

Depi mwen ti katkat m ap boujonnen nan men ou,
Ay grann dodo-titit, Grann fè tiba pou mwen,
Gras a ti chante ou yo, solèy pa janm sevre m:
Ou se sous nan jaden m, vach plenn douvan pòt mwen.

Mwen te kwè mwen fini lè manman m te mouri,
Men ou trennen, trimen, mache chèche lavi m,
Grangou mwen se te ou, kazak mwen se te ou:
Ou se sous nan jaden m, vach plenn douvan pòt mwen.

Venn ponyèt ou vin ble pou syèl mwen te ka ble.
Gras a Dye, gras a ou, chemen m long, san detou.
Ou met nan dyakout kè m tou sa k nan kè ou:
Ou se sous nan jaden m, vach plenn douvan pòt mwen.

Serge Madhère

Note: As a writing activity, students may be asked to do a cloze exercise or to write a short paragraph describing their own grandmother or someone who is dear to them. Or, they may write a journal entry as response to the poem.

Sample Cloze Activity

Pami tout fanmi mwen, se_____ mwen pi renmen. Se nan _____ l mwen te leve e se li ki te toujou _____ swen mwen. Lè m te malad, li te toujou fè _____ pou mwen. O! _____ mwen, m pap janm bliye w.

NLA Sample Lesson Plan

Focus : Responding to Poetry

Materials : The poem "Pou nou jwi alantou nou"

Objectives: The student will be able to:

1. express personal/emotional reaction to a poem
2. name the five senses and relate them to the sense organs
3. develop classification and categorization skills
4. complete a cloze reading activity

Activities:

1. Blindfold a volunteer. Hand him a mango or any fruit common to target students and have him guess what it is. If incorrect, have him smell and taste it. Other subjects and other volunteers may follow if needed to help elicit what the senses are.

2. Write the name of the senses on the board as they are elicited, as in a semantic map.

3. Divide the class into groups. Using selected pictures from assorted magazines, groups should sort the pictures according to the senses depicted and classify them appropriately.

4. Read the poem about the five senses aloud to the class.

5. Ask the students to react to the poem. Ask questions such as:

   a) Ki jan nou santi nou lè nou tande powèm sa a?
   b) Pou ki sa nou santi nou kon sa?
   c) Ki pati nan powèm nan ki mache nan san nou plis? Pou ki sa?

6. Reread the poem while the students follow along.

7. Have the students practice oral reading of poem.

8. The poem should be re-read aloud and also silently.

POU NOU KA JWI ALANTOU NOU

Ala bèl pyebwa ki gen sou latè
Gen tout koulè flè, tout kalite fwi
Ala bèl koulè solèy la bay lè l ap kouche
Gen bèl lalin ak zetwal k ap klere leswa
Si nou pa t ka wè, nou pa ta ka jwi tou sa!

Ala bèl pawòl zanmi ka di zanmi
Tout bèl kont, chante nou tande yo,
Tout bèl istwa nou koute lekòl.
Nou renmen lè zwazo ap chante tou.
Si nou pa t ka tande, nou pa ta ka jwi tou sa!

Ala bon ti fèy sa yo santi bon.
Gen tout kalite pafen ki sot nan pyebwa.
Lè van soufle, li pote anpil odè avèk li.
Nou renmen tout sa ki gen bon odè.
Si nou pa t ka santi, nou pa ta ka jwi tou sa!

Ala bon gou mango sa a genyen.
Chak kalite kola gen gou pa li.
Nou renmen manje manje ki gen bon ti gou.
Bon jan te, krèm ak lòt bon desè.
Si nou pa t ka pran gou, nou pa ta jwi tou sa!

Po ti bebe a dous tankou vlou
Nou renmen lè manman n ap karese nou.
Nou dòmi byen lè kabann nou pa twò di,
Lè nou pa santi ni twòp chalè ni twòp fredi
Si nou pa t ka touche, nou pa ta jwi tou sa!

Suggested Cloze Activity

Mwen genyen _____ sans. Mwen wè ak _____ m. Mwen tande ak _____ mwen. Mwen pran gou manje ak _____ mwen. Mwen pran odè ak _____ mwen. Mwen manyen ak _____ mwen.

Men kèk lòt sijesyon ki kapab itil nou / Additional suggestions:

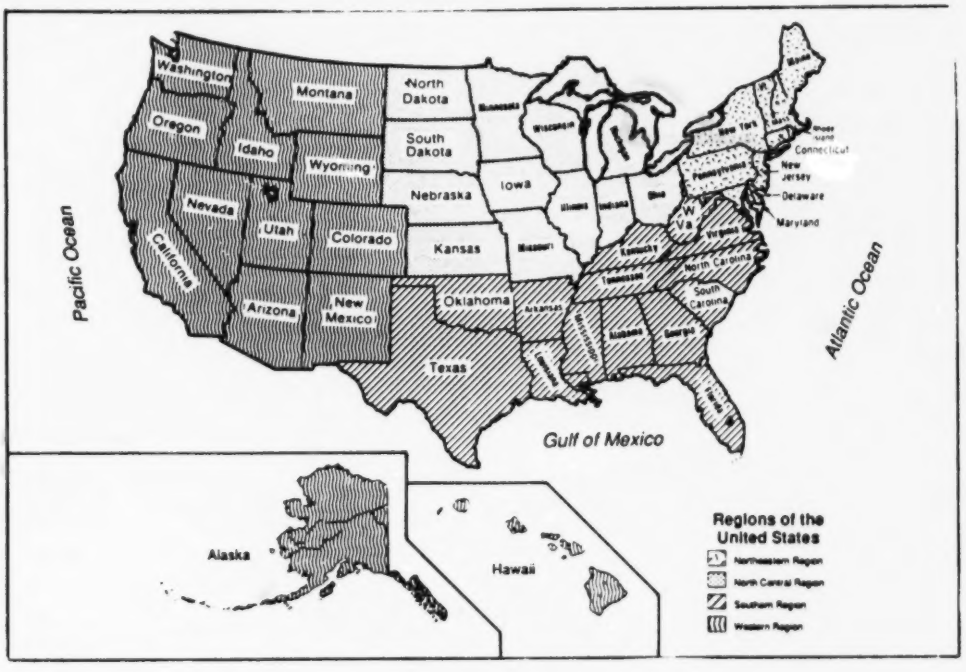
a) Mande yon elèv pou l reli powèm nan pou tout klas la ka tande
b) Fè plizyè gwoup ak elèv yo (5 gwoup ta trè bon). Chwazi yon elèv ki pou responsab chak gwoup.
c) Mande chak gwoup pou diskite youn nan senk sans sa yo.

d) Mande elèv yo pou yo dekri lòt bagay chak sans ka pèmèt yo dekouvri nan alantou yo. (Chak gwoup kapab travay sou yon sans)
e) Mande elèv ki responsab gwoup yo pou yo fè yon rapò aloral bay klas la sou sans yo te travay la.

Social Studies Sample Lesson Plan

Focus : Develop map reading skills

Materials : Map of the United States



Objectives: The student will be able to:

1. identify various states on a map of the United States
2. identify the four cardinal points on a map of the United States
3. find the geographic location of one state in relation to another
4. compose a paragraph based on map reading skills

Activities:

1. Display on the wall a large map of the United States. Elicit from the students how they would recognize a state on the map. Explain the concept of border.

2. Ask students to identify (by pointing or naming):
   a) the largest state (eta ki pi gwo a)
   b) the smallest state (eta ki pi piti a)
   c) four states that are closest to Canada (kat eta ki pi pre Kanada)
   d) four states that are closest to Mexico (kat eta ki pi pre Meksik)
   e) four states that border the Atlantic Ocean (kat eta ki bay sou Oseyan Atlantik)
   f) three states that border the Pacific Ocean (twa eta ki bay sou Oseyan Pasifik)
   g) four states that are in the middle of the country (kat eta ki nan mitan peyi a)

3. Introduce the cardinal points using the star below:

Show students how the star located on the map helps to identify the four cardinal directions:

Students can now be asked to identify:

a) four northern states (kat eta ki nan nò)
b) four southern states (kat eta ki nan sid)
c) four eastern states (kat eta ki nan lès)
d) four western states (kat eta ki nan lwès)

4. Ask the students to find New York State and Florida on the map. What direction would you be flying if you were going from New York to Florida or vice versa? Ask students to find the geographic location of one state in relation to another.

Example:

a) What is the location of New York in relation to Florida?
b) What is the location of Texas in relation to Kansas?
c) What state is to the South of Minnesota?
d) What state is to the North of New Mexico?
e) What state is to the East of New York?
f) What state is to the West of Idaho?

5. Ask students to compose a paragraph that is related to map reading skills. One suggestion would be to tell the students the following: "If you could travel by car anywhere in the United States, tell where you would go and give three (3) reasons why. Route out your trip and explain why you chose this route."

Note:
As homework, students may be asked to draw their own map of the United States and to write the name of each state in its appropriate place. They may also want to color each state a different color.

Social Studies Sample Lesson Plan

Focus : How do people in New York City communities live?

Material : Maps of New York City, pictures and /or slides about life in New York

Objectives : The students will be able to:

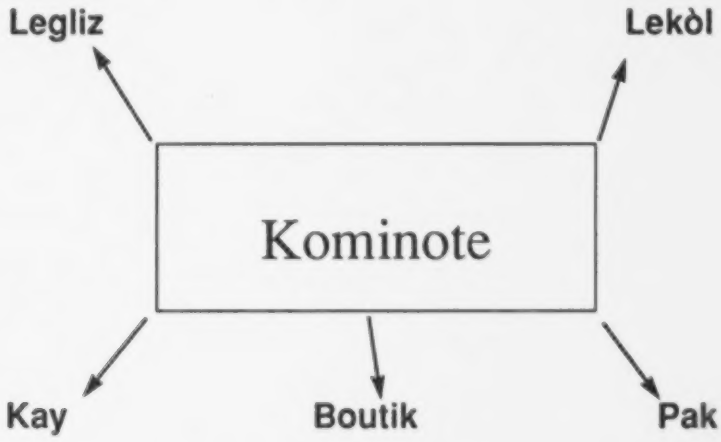
1. know what a community is
2. name some communities in the city of New York
3. locate some communities on a New York City map
4. identify the beliefs and practices of some ethnic groups
5. write a narrative or descriptive paragraph on a multicultural theme

Activities:

1. Display in front of the class a large map of the City of New York. Display pictures or slides showing groups of people at work and groups of people meeting at a common place (work, for example). Introduce the concept of "community" and elicit its definition using the following questions:

Ki sa ki fòme yon kominote?
Ki jan yo rele kominote kote ou rete a?
Montre kominote kote w rete a sou kat la.
Ki orijin etnik moun ki ap viv nan kominote kote w rete a? Montre lòt kominote tou sou kat la.
Site non kèk magazen, legliz, tanp, sinema ki genyen nan kominote kote w rete a.
Ki lòt kominote ki pi pre sa kote w rete a?
Ki jan relasyon ant kominote pa w la ak lòt kominote yo ye?
Ki lang moun nan lòt kominote ou konnen yo pale; ki jan moun yo abiye?
Èske ou renmen kominote w la?
Ki jan ou fè konnen si yon moun se manm tèl kominote?
Ki pwoblèm manm yon kominote ka genyen ak manm yon lòt kominote?
Nan ki relijyon manm kominote ou konnen yo ye?

A semantic map such as the one below may also be used to introduce the concept of community. In this case, students are asked to think of as many words as they can that are related to the concept "community".



2. The teacher should preface this activity with a discussion of the need to promote multiculturalism in our society. Divide the class into small groups. Give each group a topic to discuss in relation to one particular ethnic group. A list of topics may include: neighborhood activities, sports activities, holidays, foods, music. Each group will be expected to write a small paragraph about the assigned topic. Bring the groups back together and ask the reporter from each group to read what he/she and his/her teammates had produced. Invite students to comment on each paragraph that is read.

For Level A only

Math Sample Lesson Plan

Focus : Learning about the importance of numbers in everyday life

Materials : Flash cards with numerals form 1 to 20, activity sheet

Objectives: The student will be able to:

1. count, read and write both graphically and numerically numbers from 0 to 20
2. identify the number that comes exactly between a given pair of numbers through 20
3. associate the numeration word with the numeral
4. read and write important numbers used in everyday life
5. complete a written cloze passage

Activities:

1. Ask the class: "What numbers do we use in everyday life"?
   Write the answers on the board and then discuss them.

2. Assess the students' knowledge of numbers by displaying flash cards at random from the set.

3. Write a set of 10 numerals (from 0 to 20) on the board and ask the students to arrange them in order from lowest to highest or vice versa.

4. Write another set of numerals on the board. Ask the students to copy them, then call on a few students to read the numbers aloud in any order.

5. Ask the class to circle all the numbers that are less than 10, to box the numerals that are more than 10 and to underline all the numerals that are found more than once.

6. Given various series of numbers like 2, 4, 6,....., 10, ...; 3, 5, 7...., 11,.....; 3, 6, 9....., 15, etc., ask the students to find all the missing numbers and complete the series.

7. Teach the class how to write numerals in words from 1 to 20:
   1 - en 2 - de 3 - twa 4 - kat 5- senk 6- sis 7 - sèt 8 -uit
   9 - nèf 10 - dis 11 -onz 12 - douz 13 - trèz 14 - katòz
   15 - kenz 16 - sèz 17 - disèt 18 - dizuit 19 - diznèf 20 - ven

8. Distribute to the class a sheet with a set of numbers written in words.
   Ask the class to write the numerals for the words.

N.B. An alternate sheet may be divided in two columns: column A with a set of 10 numerals and column B with the set of words to match these numerals. Ask the students to draw lines connecting the numerals in column A with the exact words in column B.

9. Hand out the activity sheets and ask the students to complete them with all the necessary information.

Egzèsis/Activity Sheet

Ajoute enfòmasyon ki manke a:

I. Nimewo enpòtan ou dwe konnen:

1. Dat nesans ou:_____
2. Laj ou:_____
3. Adrès ou:_____
4. Kòd postal (Zip Code) ou:_____
5. Nimewo telefòn ou:_____
6. Kòd rejyonal(Area Code) ou:_____
7. Nimewo Sosyal Sekirite w:_____

II. Nimewo ou dwe konnen pou lekòl:

1. Nimewo sal chak klas ou yo:_____
2. Nimewo sal klas ofisyèl ou:_____
3. Klas ofisyèl ou:_____
4. Nimewo kat didantite ou:_____
5. Nimewo telefòn lekòl la:_____

III. Sèvi ak kèk nan enfòmasyon nou jwenn nan egzèsis #1 ak #2 pou nou konplete paragraf sa a:

Mwen fèt _____. Mwen gen_____ an. Mwen rete nan _____. Nimewo telefòn mwen se_____. Nimewo sosyal sekirite mwen se_____. Mwen al lekòl nan_____ _____. Pou semès sa a mwen genyen _____ klas. Chak klas yo dire_____minit. Lekòl kòmanse a_____(z)è. Lekòl lage a_____(z)è.

Math Sample Lesson Plan

Focus : Writing mathematical sentences

Materials : Actual objects or pictures of different sizes like keys, glasses, balls, coins, geometric shapes, etc.

Objectives: The student will be able to:

1. write the word equivalent (s) of each of the following comparison symbols: >, <, =
2. write the word equivalent (s) of each of the following signs: +, -
3. use the symbols and their word equivalent to write mathematical sentences
4. translate mathematical sentences into literal ones and vice versa

Activities:

1. Using real objects of different sizes, the teacher will demonstrate the meaning and reinforce the understanding of the comparison symbols: >, <, =
The teacher will write a series of equations and inequalities on the blackboard and ask the students to read them to determine whether they are true or false. If an example is false, the teacher will call on a student to correct it.

Examples:
1. 7 > 4
2. 5 < 9
3. 3 = 2
4. 20 < 17
5. 2 > 8

2. The teacher will show the students how to write the word equivalent (s) of each of the comparison symbols: >, <. =

> plis pase / pi gwo pase
< mwens pase / pi piti pase
= egal / menm ak

Using symbols, the teacher will next write a series of equations and inequalities on the blackboard and ask students to write them in words in their notebooks.

Egzanp
8 > 7 uit plis pase sèt
Additional examples
17 > 9
12 < 15
8 = 8
1 < 4
13 > 14

3. The teacher will review two additional signs: (+ and -) and show the students how the word equivalent of each of these symbols can be expressed in different ways.

+ Plis, ajoute, mete
- mwens, retire, wete

Examples:

	Kat plis sis
4+6	ajoute kat sou sis
	mete kat sou sis
	nèf mwens kat
9 - 4	retire kat nan nèf
	wete kat nan nèf

4. The teacher will distribute an activity sheet containing mathematical sentences to be translated into literal ones and vice versa.

Activity sheet

A) Reekri fraz matematik sa yo avèk mo:

1. $3 + 4 = 7$
2. $7 + 9 > 12$
3. $9 - 5 < 8$
4. $0 + 1 = 1$
5. $3 + 2 + 1 < 14$
6. $13 + 5 > 17$
7. $20 + 12 > 14$
8. $18 - 0 < 19$
9. $0 = 0$

B) Sèvi ak chif e senbòl pou reekri fraz matematik sa yo:

1. Douz mwens pase kenz
2. Nèf mete sou nèf egal dizuit
3. Wete sèt nan nèf, ou rete de
4. Kat plis kat se menm ak uit
5. Twa plis kenz plis pase disèt
6. Ajoute douz sou uit egal ven
7. Wete zewo nan diznèf ou rete diznèf
8. Trèz pi gwo pase onz
9. Katòz pi piti pase ven
10. Ajoute 0 sou dis, ou toujou gen dis.

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Level B only*

Math Sample Lesson Plan

Focus : Using food shopping to teach students to become wise consumers and to reinforce basic arithmetic skills

Materials : Pictures of a large supermarket, pictures of a grocery store and open-air market from the native country, supermarket circulars

Objectives: The student will be able to:

1. read food prices on posters and supermarket circulars
2. compare and interpret the names of food items, their prices along with symbols used in the circulars
3. make a small food shopping list of any 10 items along with the price and size of each item and fill in the information in the chart provided
4. practice the skill of shopping for food in a supermarket

Activities:

1. Ask the students to compare a supermarket in New York to a large market place or open-air market in their native country. Then, using pictures as stimuli, have the students continue the discussion.

2. Test the students' prior knowledge by asking the following questions:
   . Èske ou ka machande nan yon sipèmakèt?
   . Èske pri yo make sou machandiz yo?
   . Ki jan yo vann machandiz tankou lwil, diri ak pwa ann Ayiti?
   . Èske n panse l nan avantaj nou lè pri yo tou make sou machandiz yo nan sipèmakèt la?
   . Ki mezi yo sèvi pou vann machandiz tankou lwil, diri, pwa ann Ayiti?

3. Review reading and writing whole numbers up to 100, reading and writing decimals up to two decimal places and, at the same time, pointing out to them the difference between the method of writing decimals in the United States and in Haiti.

* This lesson assumes that the students are able to add and subtract whole and decimals numbers.

4. Review the symbols for various measuring units such as:

   qt means quart (ka)
   oz means ounces (ons)
   pkg means package (pake)
   lb means pound (liv)
   gal means gallon (galon)

5. Distribute various supermarket circulars to the students and elicit a discussion about comparison shopping and how to be a wise consumer.
Distribute a copy of the chart below to each student and ask him/her to select any 10 items from the circulars he/she wants to buy and fill in the information in the correct column.

Note: When filling in the size column, they may use any of the symbols listed above.

Sample chart

Item/Machandiz	Size/Mezi	Price/Pri
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

6. Tell each student that he/she has a $20 bill to buy some or all the following items: juice, fruit, milk, bread, meat, egg, vegetables. Instruct the students to compare prices among different circulars for each item in order to arrive at the best price. After completing the activity below, the students will find the total cost of the items purchased and figure out how much money he/she has left.

Fill in the chart below

Item/Machandiz	Size/Mezi	Price/Pri

Total Cost/Pri total:_____

Total Change/Monnen:_____

7. As a follow-up practice activity, students may be asked to write a paragraph comparing an open-air market in Haiti to a supermarket in New York.

Science Sample Lesson Plan

Focus : To learn about the Metric System

Materials : Meterstick

Objectives : Students will be able to:

1. differentiate between units of length, volume and mass in the metric system
2. define the terms: length, volume, mass and measurement
3. recognize objects that have a length of about one meter, a mass of about one gram, and a volume of about one liter
4. list and identify prefixes used in the metric system

Activities:

1. Explain to the students that in ancient times people used parts of the body to measure things (foot, arm, finger, etc).

2. Elicit from students why it is necessary to have a standard system of measurement that is universal, unchanging, and easily reproduced. Explain that the metric system allows scientists to exchange data and countries to trade their resources.

3. The teacher will write the basic units of the metric system on the blackboard and show various objects that are measured in these basic units.

Yon mèt (1 m) se yon inite longè

Kòm egzanp pwofesè a ka montre yon règ ki mezire yon (1) mèt.

Yon lit (1l) se yon inite volim

Kòm egzanp pwofesè a ka montre yon boutèy soda ki kenbe yon (1) lit.

Yon gram (1g) se yon inite mas

Kòm egzanp pwofesè a ka montre yon grenn pitimi oubyen yon lòt bagay ki peze yon (1) gram.

4. The teacher will elicit and write the following definitions on the chalkboard:

Longè = distans ki genyen ant de (2) pwen
Mas = kantite matyè ki konpoze yon objè
Volim = kantite plas yon objè pran
Mezi = tout inite pou kontwole longè, volim ak mas.

5. Explain to the students that in order to make units larger or smaller, we use the prefixes in the table below.

6. Using the table, review with the students the prefixes used in the metric system, their abbreviations, and the decimal value of each prefix.

Table

Prefix	Abbreviation	Meaning
Kilo - (Kilo)	k	1,000
Hecto - (Ekto)	h	100
Deka - (Deka)	da	10
Deci - (Desi)	d	0.1 (1/10)
Centi - (Santi)	c	0.01 (1/100)
Milli - (Mili)	m	0.001 (1/1000)

Have students solve the following problems:

A) 1 kilogram = _____ gram

1 kilomèt = _____ mèt

1 kilolit = _____ lit

1 miligram = _____ gram

1 milimèt = _____ mèt

1 mililit = _____ lit

1 santigram = _____ gram

1 santimèt = _____ mèt

1 santilit = _____ lit

B) Mande elèv yo suiv premye egzanp lan pou yo kapab ekri yon fraz konplè kote yo di nan ki inite yo kapab mezire sa yo mande a.

a) Yon bokit dlo
Egzanp: Ou kapab mezire volim yon bokit dlo an lit.

b) Longè tablo a

c) Pwa yon ze

d) Wotè yon moun

e) Yon vè lèt

f) Pwa yon moun

g) Yon boutèy diven

h) Distans lekòl la ak lakay ou

i) Pwa yon pat fig

j) Longè pye w

C) Mande elèv yo li paragraf sa a epi ajoute mo ki manke yo.

Nan tan lontan, yo te konn sèvi ak nenpòt mezi tankou longè pye yon moun pou yo _____ distans. Men yo vin reyalize kalite mezi sa yo manke_____. Sistèm metrik la se yon_____ki genyen anpil presizyon. Longè yon mèt pa janm _____ kelkeswa nan peyi kote ou pase a. Genyen yon estanda pou chak _____ yo.

Mo ki manke yo: mezire, presizyon, sistèm, chanje, mezi

Science Sample Lesson Plan

Focus : To learn about proper nutrition

Materials : Chart of the four basic food groups, pictures of children suffering from poor nutrition

Objectives : The student will be able to:

1. explain why good eating habits are important
2. name the four (4) basic food groups
3. classify any food under one of the groups
4. prepare a written menu

Activities:

1. Several stories of students' eating habits are told by the teacher.
   For example:
   a) Mari pa janm manje lèmaten avan li vin lekòl. Lè li midi, sa fè li katòz èd tan depi li te manje.
   b) Jan renmen bwè soda sèlman. Li pa renmen bwè lèt.
   c) Fanmi l plen lajan, men li byen mèg. Li fèb epi li sanble yon moun ki malad.
   d) Ève pi renmen manje sosis pase tout lòt bagay. Li pito manje kat sosis pase li manje manje yo bay nan kafeterya lekòl la.
   e) Fabyola pa renmen manje sèl. Se bagay dous sèlman li vle manje. Li toujou ak yon piwili nan bouch li.
   f) Magda pa renmen manje ditou. Se fòse pou yo fòse li avan pou li pran yon kiyè diri. Tout tan li malad. Li pa genyen fòs pou li monte eskalye lekòl la. Paran li oblije mennen li lopital. Doktè a di li soufri ak anemi.

2. Students are asked the following questions:

   a) Èske w rekonèt tèt ou nan istwa yo?
   b) Èske w konnen kèk zanmi ki manje tankou timoun nan istwa yo?
   c) Ki lè yon moun byen manje? Èske se lè li manje anpil?
   d) Pou ki sa ou pa renmen manje sa yo bay nan kafeterya lekòl la?
   e) Si yon moun pa manje ditou, ki sa k ap rive li?
   f) Pou ki sa li pa bon jan moun nan istwa yo manje a?
   g) Ki sa k kapab rive yo si yo kontinye ap manje menm jan an?
   h) Konbyen fwa moun fèt pou yo manje chak jou?

3. Discuss with students that eating the right food is essential for the body to function properly.

4. Show pictures of people suffering from dietary diseases such as kwashiorkor, anemia etc.

5. The teacher will display the chart of the four food groups. He/she will give a list of foods and ask students to classify each item under one of the food groups (use chart below).

Griyo	diri	pwa	marinad	bannann	kasav
Espageti	taso	kreson	zepina	chadèk	bè
Kachiman	lèt kaye	patat	fwomay	pwason	chou
Mango	dous lèt	lanbi	leti	kribich	

Group 1 Vyann	Group 2 Fwi ak Legim	Group 3 Lèt	Group 4 Pen ak Sereyal

6. Using the chart of the four food groups as a guide to a healthy diet, the students will prepare a menu for breakfast, lunch and dinner.

7. Ask the students to list every food item they ate the day before. Then have them classify each item under each of the four basic food groups using a chart similar to the one used in Activity 5.

Ask the following questions:

a) Èske ou te manje nan tout kat (4) gwoup manje yo?
b) Nan kiyès ladan yo ou pa t manje?
c) Ki jan ou kapab amelyore rejim ou?

Science Sample Lesson Plan

Focus : To compare the temperatures of Haiti and New York

Materials : Pots, beaker, thermometers, ice, water, a burner, metal grill, match, chart of average temperature of Haiti and of New York

Objectives: The student will be able to:

1. explain how the concept of temperature is related to human sensations of "hotness" and "coldness" (cho ak frèt)
2. define temperature as a numerical measurement of the amount by which one object is hotter than another
3. measure temperature using a thermometer
4. compare key temperatures in the Fahrenheit and Celsius Scales
5. construct and read a bar graph

Activities:

1. The teacher will elicit the students' prior knowledge of the concept of temperature by asking the following questions:

a) Pou ki sa ou pa renmen benyen nan lanmè Nouyòk?
b) Pou ki sa ou bwè Labouyi cho akote?
c) Ki jan w fè konnen lè yon moun gen lafyèv?
d) Ki jan nou renmen dlo a ye lè n ap benyen?
e) Èske nou renmen fredi osinon chalè? Pou ki sa?

2. As a demonstration, the teacher will have three pots. One will be filled with hot water and the second one with cold water. The teacher will then pour some hot water and some cold water into the third pot. Students are then asked to feel the water in the three different pots.

3. The teacher will write on the blackboard the definition of temperature as follows: **"Tanperati se yon mezi ki pèmèt nou konnen si yon bagay cho oubyen si li frèt."**

4. The teacher will use both Fahrenheit and Celsius thermometers. He/she will prepare an ice bath and a beaker of boiling water. He/she will place thermometers into each to establish that the same temperature may result in different numerical readings depending on the temperature scale being used. This demonstration is also used to establish the equivalence of 0 degrees Celsius to 32 degrees Fahrenheit, to 100 degrees Celsius to 212 degrees Fahrenheit. The teacher will write on the chalkboard:

Dlo bouyi a 100^0 C oubyen 212^0 F
Dlo tounen glas a 0^0 C oubyen 32^0 F

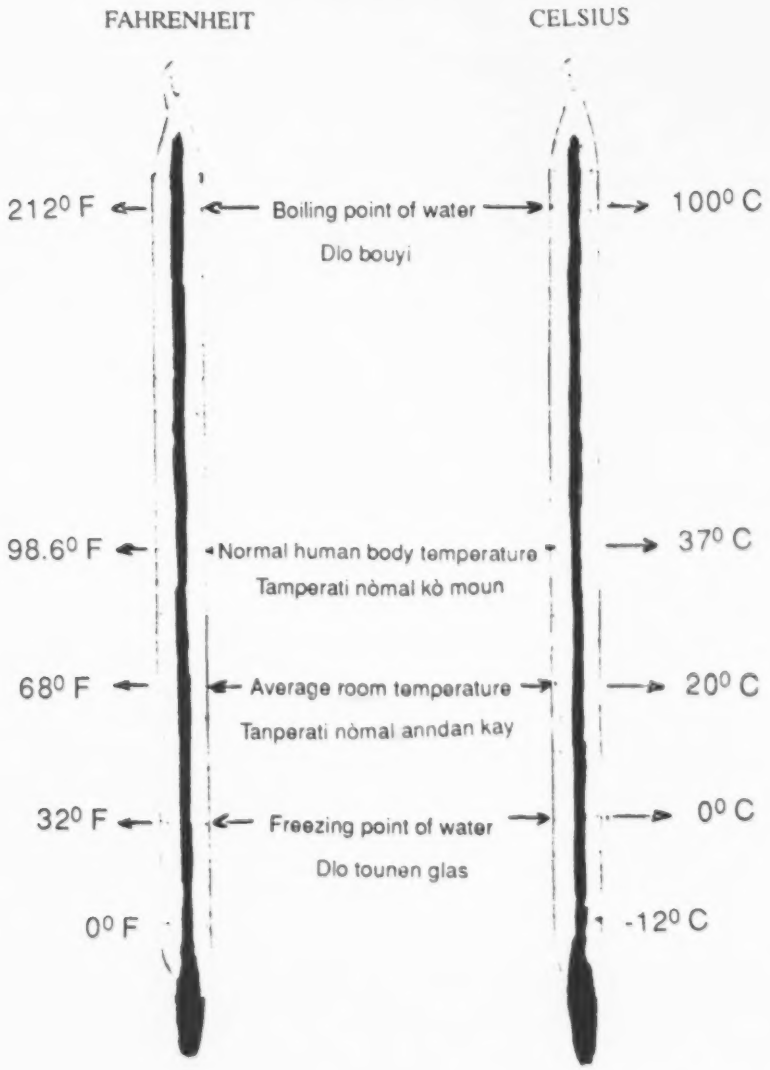
The students will practice reading these two (2) sentences. They will also practice writing different temperatures both in the Celsius and Fahrenheit scales e.g. 35^0 C, 72^0 F, etc.

5. Set up a beaker of water over a hot flame. Using a thermometer, have students take several temperature readings of the water from the time it is placed over the flame until it boils. Have the students write the temperature in their notebooks.

6. Compare with students the Farenheit and Celsius scales. A picture such as the one below may be used to ask students the following questions:

a) Konbyen degre pou tanperati dlo a ye pou li bouyi?
b) Dlo tounen glas lè tanperati li bese rive nan konbyen degre?
c) Ki tanperati yon moun lè li gen lafyèv?
d) Konbyen degre pou sal la ye pou nou pa ni cho ni frèt (nòmal)?

THERMOMETHER (TÈMOMÈT)



7. The teacher should also use the above picture to explain that in Haiti, the Celsius scale is commonly used whereas in New York the Fahrenheit scale is used.

8. Using the chart below, have the students compare the temperatures of Haiti and New York. They can be asked questions such as:

a) Dapre tablo sa a, ki tanperati ki pi wo li fè ann Ayiti an mas?
b) Dapre tablo sa a, ki tanperati ki pi ba li fè Nouyòk an janvye?
c) Chèche diferans ki genyen ant tanperati ki pi wo a ak sa ki pi ba a nan mwa novanm ann Ayiti?
d) Ki kote li fè pi cho an jiyè: Ayiti oubyen Nouyòk?

Tanperati an degre Farennayt

	Jan	Fev.	Mas	Avr.	Me	Jen	Jiyè	Out	Sept.	Okt.	Nov.	Des.	
Ayiti	70	70	78	85	90	98	100	100	92	80	75	70	Wo
	65	65	75	80	86	95	98	98	85	78	70	65	Ba

	Jan	Fev.	Mas	Avr.	Me	Jen	Jiyè	Out	Sept.	Okt.	Nov.	Des.	
Nouyòk	40	40	49	58	69	78	82	80	75	65	53	42	Wo
	26	25	33	42	53	62	67	66	60	50	40	29	Ba

9. The teacher will model a paragraph comparing the temperatures of Haiti and New York. He/she will then ask the students to compose their own paragraphs based on the above chart.

Follow up activity:

a) Using the chart comparing the temperatures of Haiti and New York, the teacher can show the class how to construct a bar graph.

b) The teacher can also ask students to follow the temperature in New York for a week and then construct a bar graph using the data they have collected.

RESOURCES

Instructional Materials

Folktales, songs, Proverbs (Kont, Chante, Pwovèb)

DAUPHIN, CLAUDE - *Brit Kolobrit* - Maison d'Haïti

JEAN-BAPTISTE, PAURIS - *Dezyèm Kout Fash sou 300 Pwovèb d Ayiti* - Boukman, 1975

JEAN BAPTISTE, PAURIS - *Chen Pèdi Chat Genyen* - Imp. au DEL., 1981

JEANTY, EDNER A. - *Pawòl Granmoun: 999 Haitian Proverbs in Creole and English* - Learning Center, 1976

MAISON D'HAITI -L'Experience Ti Pye Zoranj Monte - Edition Maison d'Haïti

MORISSEAU-LEROY, FELIX - *Ravinodyab "La Ravine aux Diables" Contes Haïtiens* - Texte Bilingue Creole / Français. L'Harmattan, 1982

Language Arts (Lang)

BAYADÈL, EDI.; DEJAN, IV - *Ann Reflechi sou Lang nou Pale a* - Eddy Bayardelle, 1985

DEJAN, IV - *Ann Aprann Òtograf Kreyòl la* - KAPAB, 1986

DEJAN, IV - *Aprann Li* - Center for Human Services, 1983

FIC - *N ap Li ak Kè Kontan* - Port-au-Prince, Edit. Henri Deschamps

IPN - *Konprann sa nou li* - Lekti 4èm Ane, Port-au-Prince, Edit. Henri Deschamps

JEANTY, EDNER A - *Let's Learn Creole* - La Presse Evangélique, 1977

PROJECT PRIDE - *Ann Aprann Li Kreyòl* - Erasmus Hall H.S., 1990

PROJECT PRIDE - *Elèv yo ap Li* - Erasmus Hall H.S., 1990

Poetry (Pwezi)

ALÈLÈ, DYO - *Delivrans* - Koleksyon Koukouy, 1980

CASTERA, GEORGES - *Trip Foumi* - INIP, 1981

CHARLES, CHRISTOPHE - *Anthologie de la Poésie Haïtienne d'Expression Créole* - Port-au-Prince

DOSSOUS, ANDRE-FRITZ - *Pataswèl* - Bohiyo Enterprises, 1987

FOUCHE, MARIE - *Deyita Lan Majodyòl* - Sosyete Koukouy, 1981

JEUNE CLARTE - *Tonèl* - Bohiyo Enterprises, 1987

J.I.M. - *Ansanm, Ansanm Nèg d Ayiti* - Editeur? 1977

KRAUSS, ST. JOHN - *Twa Degout* - Pwezi kreyòl. Choucoune, 1983

LARAQUE, PAUL - *Fistibal* - Nouvelle Optique, 1974

LARAQUE, PAUL - *Sòlda Mawon* - Ed. Samba, 1987

MADHERE, SERGE - *Piti Piti Plen Kay* - Impr. KAPAB, 1987

MAPOU, JAN - *Pwezigram* - Sosyete Koukouy, 1981

MARTINEAU, JEAN-CLAUDE (Koralen) -*Flè Dizè* - Marika Roumain, 1982

MORISSEAU-LEROY, FELIX - *Dyakout 1, 2, 3, 4* - Haitiana Publications, 1990

MUCCI, FLOREN - *Lavi Lakay* - Choucoune, 1983

MULLER, RUDOLPH - *Pawòl Anpil* - Port-au-Prince, 1977

PROSPER, MacDonald - *Fwètkach: Verite sou Tanbou* - Choucoune

PRUDENT, LAMBERT FELIX - *Anthologie de la Nouvelle Poésie Créole* - Fd. Caraïbéenes, 1984

TROUILLOT, LIONEL - *Bèl Pwezi* - M.A., 1983

Theater (Teyat)

ETIENNE, FRANK - *Bobo Masouri* - Port-au-Prince, Koleksyon Espiral, 1984

ETIENNE, FRANK - *Pèlen Tèt* - Port-au-Prince

ETIENNE, FRANK - *Twoufoban* - Les Presses Port-au-Princiennes, 1978

MADHERE, SERGE - *Tezen* - New -York, Impr. KAPAB

NUMA, NONO - *Jeneral Wodrig* - Edisyon Bon Nouvèl, 1975

PHANORD, CHESNEL - *Konbit Nèg Figye*

Dictionary (Diksyonè)

BENTOLILA O, Alain - *Ti Diksyonè Kreyòl / Franse* - Ed. Caraibes, 1976

FAINE, JULES - *Dictionnaire Français / Créole* - Montréal, 1974

JEANTY, EDNER - *Diksyonè Kreyòl / Anglè* -

VALDMAN, A. - *Diksyonè Kreyòl/Angle* - 2 volumes

Grammar (Gramè)

IPN - Gramè Kreyòl 3èm ane - Port-au-Prince, Haiti; Imprimerie Deschamps

IPN - Gramè Kreyòl 4èm ane - Port-au-Prince, Haiti; Imprimerie Deschamps

History (Istwa)

DEJEAN, Pòl - *Ochan Pou Pèp Ayisyen: 7 Fevriye Pap peri* - Impr. Rodriguez, 1987

LARAQUE, PAUL - *Sòlda Mawon - Texte en Français/Créole*

ROY FOMBRUN, ODETTE - *Konbit Tèt Ansnm pou Ayiti Kanpe* - Port-au-Prince Edit. Henri Deschamps

Science (Syans)

BOARD of EDUCATION - *General Biology (Biyoloji Jeneral): An adaptation for Haitian Creole Speaking Students* - Creole Edition

BOARD of EDUCATION - *Syans Fizik Nevyèm Ane, Books I, II, Students Workbook* - Ninth Grade Physical Science, Creole Edition

JIL, DYERI; ESMAT, IVWOZ - *Orijin Lavi* - New York

JIL, DYERI; Esmat, IVWOZ - *Pwomnad Lan Lespas* - New York

Novel (Woman)

BENA, MADAN JAN - *Timoun Se Richès*

DEYITA - *Esperans Dezire* - Port-au-Prince, Edit. Henri Deschamps, 1989

ETIENNE, FRANK - *Dezafi* - Port-au-Prince, 1975

JEAN-BAPTISTE, PAURIS - Nan Lonbraj Inosans - Port-au-Prince, Edition Henri Deschamps

JEAN-BAPTISTE, PAURIS - *Peyi Zoulout* - Port-au-Prince, 1979

JEAN-BAPTISTE, PAURIS - *Sogo Nan Kwazman Granchimen* - Port-au-Prince, 1980

ROUMAIN, JACQUES - *Mèt Lawouze* - Port-au-Prince, 1980

MORISSEAU-LEROY, FELIX - *Ravinodyab* - (Texte bilingue Créole/Français)

Organization (Òganizasyon)

Alliance des Emigrés Haitiens
341 Eastern Parkway
Brooklyn, Ny 11216
Phone: 718-493-4385
Purpose: Community services in education, housing, health, immigration, and employment
Activities: Radio programs, translation services, establish network with other organizations

ANMWE
c/o Center for Language Minority Education
Bank Street College
610 West 112th Street
New York, N.Y. 10025
Phone: 1212- 650-5316
Purpose: Advocacy on behalf of Haitian students in the New York City Public School system

Association des Médecins Haitiens
(NY Chapter) (AMHE)
St. John's Episcopal Hospital
1545 Atlantic Avenue
Brooklyn, NY 11213
Phone: 718-240-1358
Purpose: Protect and defend the interests of Haitian physicians; bring them closer together, educate the community.
Actvities: Educational programs, radio programs, conferences and health fairs, publish papers

Association des Psychiatres Haitiens
9710 Springfield Blvd.
Queens Village, NY 11429
Phone: 718- 465-7441

Association des Travailleurs Haitiens
1398 Flatbush Avenue
Brooklyn, NY 11210
Phone: 718-434-3940
Purpose: Community organizing
Actvities: Tenant organizing; immigrant rights, better conditions for working people

Association of Haitian Social Workers
129-04 Hook Greek Bvld.
Rosedale, NY 11422
Purpose: To assist and guide individuals, groups and families of Haitian background
Activities: Lectures, seminars, forums, radio programs, technical assistance, counseling, referral to agencies

Cross-Section African American Caribbean Fine Arts, Inc.
1852 Brooklyn Avenue
Brookllyn, NY 11210
Phone: (718) 377-6326
Purpose: Bridge relationships between Black artists from America, the African Diaspora and the Caribbean
Activities: Exhibits, festivals, conferences

Fellowship for Haitian Health Care
P.O. Box 145
New York, NY 10028
Phone: (718) 721 -7714
Purpose: Improve the health status of disadvantaged Haitians living in New York
Activities: Provide health education, health referrals, health screening, organize health fairs

Haitian-American Cultural and Social Organization Inc.
P.O. Box 380
Spring Valley, NY 10977
Phone: (914) 352-8096
Purpose: Help Haitians and other people in need of any kind of assistance in the community
Activities: Career orientation, ESL, referral to agencies, job development program, social services, housing referral

Haitian Art World
701 Seventh Avenue
New York, NY 10036
Phone: (212) 757-6300,757-0162
Purpose: A cooperative of artists who serve as cultural ambassadors of Haitian art, promotion of the young generation of Haitian artists
Activities: Art exhibits for the public in the U.S. and abroad; exhibits for the poor and disabled, assistance to members of the cooperative

Haitian Centers Council
50 Court Street, Suite 1001
Brooklyn, NY 11201
Phone: (718) 855-7275
Purpose: To serve as center pole linking six community centers helping Haitian immigrants settle in the U.S.
Activites: Administration and coordination of language training, skills and job development, social services, counseling

Haitian Coalition on AIDS
50 Court Street, Suite 1001
Brooklyn, NY 11201
Phone: 718-855-7275
Purpose: Counteract erroneous propaganda about AIDS and serve the community
Activities: Conduct research, provide information/care on AIDS, organize health fairs

Haitian Family Center
1078 Utica Avenue
Brooklyn, Ny 11203
Phone: 718-498-1618
Purpose: Help provide services to the community
Activities: Social, fundraising, festival, theatre, raffle, cultural events

Haitian Nurses Association
P. O. Box 121
Cambria Heights, NY 11411
Phone: 718-723-8692
Purpose: Help newly arrived Haitian nurses in the U.S. with problems in the profession, build networks
Activities: References for job searches, information for foreign professionals, organize health fairs

Haitian Teachers Association
P.O. Box 82, Carnasie Station
Brooklyn, NY 11236
Phone: 718-284-3610
Purpose: Help solve problems of Haitian students, inform parents of their rights, preserve Haitian identity and culture
Activities: Fundraising and workshops

HASA Alumni Association
P. O. Box 070740
Brooklyn, NY 11207
Phone: 718-346-9502 or 773-5801
Purpose: To channel talents, expertise and resources of Haitian professionals to serve the Haitian community
Activities: Tutoring, adult education, school and career information

Louines Louinis Haitian Dance Theater
106 Wright Street
Staten Island, NY 10304
Phone: 718-287-6243
Purpose: Preserve Haitian culture through dances and songs
Activities: Perform and give lectures, conferences, teach young people

SELA/Haitian Information Center
1218 Flatbush Avenue
Brooklyn, Ny 11226
Phone: 718-284-0889
Activities: Help people, provide news of Haiti, conferences, sell Haitian records and books, art exhibits

Wilèk Film
176 Veronica Place
Brooklyn, NY 11226
Phone: 718-287-3563
Purpose: Promotion of Haitian film
Activities: Produce films, movies

Zenith Soccer Club
883 Franklin Avenue
Brooklyn, NY 11225
Phone: 718-778-1230
Purpose: Educate and inform young Haitians about the community
Activities: Soccer, lecture, excursions

Newspapers and Magazines

Bon Nouvèl
P.O. Box 1594
Port-au-Prince, Haiti
Phone: 23-9186

Boukan
P.O. Box 154
Port-au-Prince, Haiti

Haiti Culture
P.O. Box 153
Brooklyn, NY 11226
Phone: (718) 941-0403, (718) 527-8594
Purpose: Art being an important aspect of any country's culture, Haiti Culture provides information about Haitian art
Activities: Publish in our newspaper reports of events, interviews with artists, photographs

Haiti Progrès
1398 Flatbush,
Brooklyn, NY 11226
Phone: (718) 434 -8100
Activities: Weekly newspaper focusing on changing conditions in Haiti

Haiti en Marche
173 NW 94th. Street
Miami, Florida 33150
Phone: 305- 754-0705, 754-7543

Libète
P.O. Box 13441
Delmas, Haiti
Phone: 45 - 7766

Book Stores

Haitian Book Center
P.O. Box 324
Flushing, NY 11369
Activities: Distribution of books about Haiti

Haitiana Publications
170-08 Hillside Ave.
Jamaica, NY 11432
Phone: 718 - 523-0175
Purpose: Sales of books and instructional materials related to Haiti

Radio Programs

L'Heure Haitienne
(WKCR, 89.9 FM)
Ferris Booth Hall
Columbia University
New York, NY 10027
Phone: 212-280-5223
Purpose: To inform and educate the Haitian community

Moment Creole
(WLIB, 1190 AM)
801 Second Avenue
New York, Ny 10017
Phone: 212-661-3344
Purpose: Inform the community

Haitian Radio Programs
(WNYE, 91.5 FM)
Medgar Evers College
1150 Carroll
Brooklyn, NY 11213
Phone: 718-774-2600
Programs vary - check station for current listings

Haitian Radio Programs
(WNWK, 105.9 FM)
515 Madison Avenue
New York, N.Y. 10022
Phone: 212-826-1059
Check station for current listings

Radio Tropicale
307 Front Street
Hempstead, N.Y. 11550
Phone: 516-538-9200
24 - hour Haitian radio station

Radio Soleil
1622 Nostrand Avenue
Brooklyn, N.Y. 11226
Phone: 718-693-5100
24 - hour Haitian radio station